

# Domain 3: Instruction



## Component 3a. Communicating with Students

### Arkansas TESS Training

Based on:

The Framework for Teaching by Charlotte Danielson

# Overview. . .

The purpose of this training is to provide access for Arkansas educators who wish to create or add to understanding of the content of the Arkansas Teacher Excellence and Support System Rubric.

The TESS Rubric is based on The Framework for Teaching Rubric by Charlotte Danielson. The Rubric of this presentation is used to guide Classroom Educators. Other rubrics for this system exist for Specialty Educators.

*For further assistance:*

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Arkansas Department of Education

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# Components of Domain 3: Instruction

**3a. Communicating with Students**

3b. Using Questioning and  
Discussion Techniques

3c. Engaging Students in Learning

3d. Using Assessment in Instruction

3e. Demonstrating Flexibility and  
Responsiveness

# Learning Outcomes:

## 3a. Communicating with Students

- Understand the elements of 3a
- Distinguish the difference in levels of performance
- Review examples of 3a evidence
- Identify my level of performance on 3a
- Create next steps to improve my level of performance in 3a

# Understanding 3a: Communicating with Students

- Teachers must provide clear directions and explanations for students to become engaged in learning. Teachers must use language conforming to standard English, including developmentally appropriate vocabulary.
- The foundation for successful learning is created by teachers who convey what students will be learning, why it is important and what must be done to achieve the learning goals..
- Effective teachers provide clear directions and procedures. Directions may be written or oral, and students must not experience confusion in knowing what should be done to accomplish the learning.
- Teachers are effective in facilitating learning as they lead students to understanding new content in learning.

# Elements of 3a

## 1. Expectations for Learning

- ▶ Teacher's purpose for the lesson or unit is clear including where it is situated within broader learning.\*

\*Proficient Level of Performance

# Elements of 3a

## 2. Directions and procedures

- ▶ Teacher's directions and procedures are clear to students.\*

\*Proficient Level of Performance

# Elements of 3a

## 3. Explanations of content

- ▶ Teacher's explanation of content is appropriate and connects with students' knowledge and experience.\*

\*Proficient Level of Performance



# Elements of 3a

## 4. Use of oral and written language

- ▶ Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.\*

\*Proficient Level of Performance

# TESS Evidence for 3a

## Observer's notes

- Teacher and/or Student quotes
- Teacher and/or Student behavior
- Observations of the classroom environment
- Numerically-qualified statements of instructional implementation

Artifacts (Products of teacher or student work)

# Planning for 3a evidence:

*If the teacher's goal is to have a clear purpose for the lesson or unit, then*

1. How should the teacher communicate the purpose of the lesson to the students?
2. How could the teacher know that the students understand the purpose of the lesson?
3. What strategy or strategies could be implemented to promote student connections to previous learning?

# Planning for 3a evidence:

*If the teacher's goal is to provide clear directions and procedures for students, then*

1. How could the teacher vary the format of communicating directions and procedures to meet student needs?
2. How could the teacher find out if students understand directions and procedures? What should be done if they do not understand?
3. Think of a specific lesson you have planned and implemented. Did you use questioning or modeling for lesson procedures? Was it successful?

# Planning for 3a evidence:

*If the teacher's goal is to provide an appropriate explanation of content, then*

1. What should be the first step in planning for teaching lesson content? What information from Domain 1 will help you?
2. Which of these have you become familiar with as you have learned about sharing content with students: graphic organizers; auditory/visual/kinesthetic work; analogies; text-previews; teaching students to assume responsibility for learning?
3. How could you learn more about these tools and/or strategies?

# Planning for 3a Evidence:

*If the teacher's goal is use spoken and written language that is clear and correct, as well as appropriate for the students, then*

1. What tools would be available to 'check your planned language of instruction'?
2. How could 'language instruction' be incorporated on a regular basis into working with students?
3. How would student needs be connected to the 'language of instruction'?
4. What resources might help students as they grow in the 'language of learning'?

# Which 3a element does this observation evidence address?

Teacher: "I'm giving each of you a worksheet. You have numbers there. Order them from least to greatest. Then find the median, the range, and the mode." "You have your worksheets. What do you need to do first?"

- a. Expectations for learning***
- b. Directions and procedures***
- c. Explanations of content***
- d. Use of oral and written language***

Answer is b.

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# Which 3a element does this observation evidence address?

The teacher reminds students to use 'school' language when working in their groups. The teacher uses a 'sound field' system so he is heard clearly, and repeats information when a student says she didn't hear him.

- a. Expectations for learning***
- b. Directions and procedures***
- c. Explanations of content***
- d. Use of oral and written language***

Answer is d.

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# Which 3a element does this observation evidence address?

The teacher reads the objective on the board aloud. After showing students a snowball representing a comet and a rock representing an asteroid, she says “In our lesson today, we’re going to learn about asteroids and comets.” Here are words and definitions we will be using in our lesson today; she reads the words and definitions.

- a. Expectations for learning***
- b. Directions and procedures***
- c. Explanations of content***
- d. Use of oral and written language***

Answer is a.

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# Which 3a element does this observation evidence address?

Student: "What does *chronological* mean?" Teacher: "Does anybody know what chronological means?" Another student: "Oh, I do." Teacher: "Tell us." Student: "In order." Teacher: "Yes, it's in order from first to last."

***a. Expectations for learning***

***b. Directions and procedures***

***c. Explanations of content***

***d. Use of oral and written language***

Answer is c.

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# Arkansas TESS has 4 levels of performance. . . .

## *Distinguished*

- Master Teacher
- Contributes to the field in and out of school
- Instructs for a 'community of learners'
- Facilitates motivated students: engaged and responsible for learning

# Arkansas TESS has 4 levels of performance. . . .

## *Proficient*

- Understands rubric component and proves competent implementation of concepts
- Possesses Professional and Decisional Capacity and commitment to them
- Constantly improving his/her practice through self-motivated learning and willingness to seek best practice for student growth

# Arkansas TESS has 4 levels of performance. . . .

## Basic

- Appears to understand concepts of a component and works to implement the elements
- Practice may not be consistent or entirely successful
- Willingness to learn from professional resources and other educators in seeking personal professional improvement

Arkansas TESS has 4 levels of performance. . . .

## *Unsatisfactory*

- Doesn't appear to understand concepts of rubric component
- Exhibits little or no commitment for improving professional practice
- May be inappropriate in instruction and/or communication with students

# Levels of Performance Vocabulary

Unsatisfactory	Basic	Proficient	Distinguished
Not No Not clear Unaware Does not respond Poor Not congruent	Some Attempts to Limited Moderate Uneven Inconsistent Rudimentary	Consistent High quality Timely Accurate Appropriate Clear Effective High expectations	All students Highly effective Entirely appropriate Adapted for individual students Fully aligned Extensive

# This is which level of performance for 3a?

1. Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.
- Distinguished
  - Proficient
  - Basic
  - Unsatisfactory



# This is which level of performance for 3a?

2. Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.
  - Distinguished
  - Proficient
  - Basic
  - Unsatisfactory

## This is which level of performance for 3a?

3. Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.
- Distinguished
  - Proficient
  - Basic
  - Unsatisfactory

## This is which level of performance for 3a?

4. Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.
- Distinguished
  - Proficient
  - Basic
  - Unsatisfactory

# Level of Performance Answers

- 1) Distinguished
- 2) Basic
- 3) Proficient
- 4) Unsatisfactory

**Any surprises?**

# What does 3a look like?

**When observing a lesson in your classroom, your principal or other observer may look for the following:**

- **How clearly and accurately the teacher explains concepts and procedures**
- **Whether or not the teacher makes any content or conceptual errors**
- **Evidence of students' understanding of concepts, procedures, and skills addressed in the lesson**
- **Evidence that student questions are being addressed appropriately**
- **How the teacher responds to student errors**

# Remember

Target *Proficient* performance because  
“Our performance goal is to LIVE in 3...  
And vacation in 4.”

# Think about it. . .

- After reviewing the Performance Levels for **Component 3a. Communicating with Students**, explain some methods you have used to improve your content knowledge?
- How will you improve your content knowledge to teach state standards?
- Have you learned new pedagogy to use with state standards?
- What pedagogical ideas can you share with colleagues to more effectively teach state standards?

# Resources for Additional Learning

- **Enhancing Professional Practice: A Framework for Teaching**, 2nd Edition (Professional Development) by Charlotte Danielson
- **The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School** by Charlotte Danielson
- **Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool** by Charlotte Danielson